Georgia Performance Standards Framework for English Language Arts-Second Grade

Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation: This teaching activity is for the second grade response to literature unit with a focus on fluency.

Grade: Second Subject: Reading Topic: Fluency & Prosody Author: Erica Thomas

Special Notes To Teacher: This lesson can be used at any time of the second grade school year. The lesson calls for a reading passage to be used during the opening and working periods. This reading passage can be teacher created, from the basal series, or from any fiction or nonfiction book.

Standards

Focus Standard/Element(s): ELA2R2C -The student reads familiar text with expression. ELA2R2D -The student reads second grade texts at a target rate of 90 words per minute.

Complementary Standard/Element(s): ELA2R2A -The student applies letter-sound knowledge to decode quickly and accurately. ELA2R2B -The student automatically recognizes additional high frequency and familiar words within texts. ELA2R2E -The student uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

Learning Goals

Essential Question(s):
1. What is fluency?
2. What is prosody?
3. How does fluency and prosody affect my reading?

Knowledge:
1. Fluency
2. Prosody
3. High Frequency Words
4. Decoding strategies for unknown words.
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Skills:
1. The students will read a passage fluently with no or few errors.
2. The students will use prosody when reading their passage.
3. The students will read the high frequency words correctly and decode unknown words.

**Balanced Assessment for Task**

Assessment Method/Type: The teacher will observe the students during their work period time. At the closing period, the teacher will record the students’ fluency rate and prosody.

Description/Directions for Assessment: As the students practice reading with fluency and prosody the teacher will observe the students. At this time the teacher will provide the students with strategies to help the students read more fluently and with intonation. During the closing period, the teacher will record the students’ fluency rate and prosody. This chart can be used in future fluency and prosody lessons to see if students have increased their fluency.

**Fluency Chart**

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Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening (15 min): Write the word FLUENCY on the board. Explain to the students what the word means. Ex: Fluency is the rate in which we read. In the second grade we have a fluency rate that we want all students to reach. That number is 90. That means in one minute we want you to read 90 words. Listen to me read fluently. Read the selection. It may be wise to demonstrate to the students how to use their decoding skills to help them with unknown reads. Explain to the students that you read in a nice tone, used decoding to figure out unknown words, and you only took breaks at the end of sentences. Write the word PROSODY on the board. Explain to the students what the word means. Ex: Prosody is a word that deals with reading. It means how we read. We should read with meaning and feeling. We don’t want to read stories in a boring manner. Listen to the way I read this passage. Explain to the students that since the story was fun, you read with a happy voice. When a question was asked my voice changed to sound as if I was asking a question to a person. When there was an exclamation point, my voice sounded exciting. As I read the sentences my voice went up and down to make the reading interesting. Have the students echo read (teacher reads a sentence then the students repeat the teacher). Explain to the students that today they will practice their fluency and prosody when reading with their partner.

Worktime (20 min.): Students work with their partners to practice reading their passage. After ten minutes of practice students switch partners to practice the remaining time.

Closing (10 min.): The teacher calls on three students to share their reading with the class. The teacher times the students for one minute and listens to how they read. The teacher is listening for the students to know their high frequency words, decode words they don’t know, self-correct themselves when needed, and read with expression. As each student reads, the teachers charts their reading rate and check off their reading skills on the fluency chart.

Resources, Materials, and Equipment:
1. Board
2. Reading passage for all to see
3. Reading passages for students
4. One minute time
5. Fluency Chart

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Enrichment:
- Provide the students with easier text to read.
- Pair the students with a more fluent reader and have them echo the reader.
- Have the students read smaller chunks of the passage.
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Extension:
- Provide the students with harder text to read.
- Have the students write a retelling of the passage.
- Have the students choose a vocabulary word from the story and create a word web.